

**Umm Al-Qura University**

**Faculty of Dentistry**

**Vice Deanship of Academic Development & Community Service**

وحدة تطوير المناهج

**Curriculum Development Unit**

**جامعــة أم القــرى**

**كلية طب الأسنان**

**وكالة الكلية للتطوير الأكاديمي وخدمة المجتمع**

**Kingdom of Saudi Arabia**

**The National Commission for Academic Accreditation & Assessment**

**Course Specifications**

**(CS)**

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| **Course Name** | Nutrition | |
| **Course Code** | 190159002 | |
| **Academic Level** | 5th Level | |
| **Semester** | 1st | |
| **Study Plan No** | 33 | |
| **Department** | **Basic & Clinical Oral Science** | |
| **Division** | **Basic Medical Science** | |
| **Academic Year** | 2018-2019 AD – 1439 -1440 AH | |
| **Contact hours** | Theoretical | 2 / week |
| Practical | None / week |
| Clinical | None / week |
| **Total Contact Hrs** | 2 / week | |
| **Total Credit Hrs** | 2 | |

UQU-DENT:F0401-01/02

**Course Specifications**

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| Institution: Umm Al-Qura University Date of Report: 03 /06 /2018 |
| College/Department: Faculty of Dentistry, Department of Basic and Clinical Oral Sciences |

**A. Course Identification and General Information**

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| 1. Course title and code: Nutrition (190159002). |
| 2. Credit hours: 2 |
| 3. Program(s) in which the course is offered: Bachelor of Dental Surgery (BDS)  (If general elective available in many programs indicate this rather than list programs) |
| 4. Name of faculty member responsible for the course:  Dr. Fathy El Fasakhany, Associate Prof. Of Clinical Biochemistry. Course co-ordinator. e. mail: [fmfasakhany@uqu.edu.sa](mailto:fmfasakhany@uqu.edu.sa) Phone :02527000(4636) |
| 5. Level/year at which this course is offered: 5th. year |
| 6. Pre-requisites for this course (if any): successful completion of the 4th year. |
| 7. Co-requisites for this course (if any): Removable Prosthodontics, Comprehensive Care Clinic I, Pediatric Dentistry, Basic Research Methods & Oral Surgery I. |
| 8. Location if not on main campus: |
| 9. Mode of Instruction (mark all that apply)  85%  Yes  a. Traditional classroom What percentage?  No  b. Blended (traditional and online) What percentage?  15%  Yes  c. e-learning What percentage?  No  d. Correspondence What percentage?  e. Other What percentage?  No  Comments:   1. Traditional classroom in form of interactive lectures. 2. e-learning includes computer based assignments and case scenario. |

**B Objectives**

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| 1. What is the main purpose for this course?  To provide the basic concepts in nutrition and to emphasize the role of diet and nutrition in prevention and management of oral diseases, along with nutrition risk assessment. |
| 2. Briefly describe any plans for developing and improving the course that are being implemented. (e.g. increased use of IT or web based reference material, changes in content as a result of new research in the field)  2.1. More focusing on e. learning through using features of My UQUDENT website & King Abdullah Digital Library.  2.2. Giving more time for more discussion and self-directed learning (SDL). |

**C. Course Description (Note: General description in the form to be used for the Bulletin or handbook should be attached)**

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| 1. Topics to be Covered | | |
| List of Topics | No. of  Weeks | Contact Hours |
| 1. An overview of nutrition (Diet composition and dietary reference intakes) | 1 | 2 |
| 1. Composition of macronutrients in the diet-1 (carbohydrates, dietary fibers) | 1 | 2 |
| 1. Composition of macronutrients in the diet-2 (fats and proteins) | 1 | 2 |
| 1. Excess protein-energy intake & Protein-energy malnutrition | 1 | 2 |
| 1. Assessment of malnutrition | 1 | 2 |
| 1. Dietary micronutrients (vitamins and minerals) | 1 | 2 |
| 1. Fat soluble vitamins-1 (vitamin A and D) | 1 | 2 |
| 1. Fat soluble vitamins-2 (vitamin K and E) | 1 | 2 |
| 1. Water soluble vitamins-1 (vitamin C and B1) | 1 | 2 |
| 1. Water soluble vitamins-2 (vitamin B2, B3) | 1 | 2 |
| 1. Water soluble vitamins-3 (vitamin B5, B6 and B7) | 1 | 2 |
| 1. Water soluble vitamins-4 (vitamin B9 and B12) | 1 | 2 |
| 1. Mineral metabolism (Calcium and phosphorus) | 1 | 2 |
| 1. Mineral metabolism (fluoride and iron) | 1 | 2 |

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| 2. Course components (total contact hours and credits per semester): | | | | | | |
|  | Lecture | Tutorial | Laboratory | Practical | Other: | Total |
| Contact  Hours | 28 | - | - | - | - | 28 |
| Credit | 2 | - | - | - | - | 2 |

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| 3. Additional private study/learning hours expected for students per week.  2 h /week |

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| 4. Course Learning Outcomes in NQF Domains of Learning and Alignment with Assessment Methods and Teaching Strategy |

Course Learning Outcomes, Assessment Methods, and Teaching Strategy work together and are aligned. They are joined together as one, coherent, unity that collectively articulate a consistent agreement between student learning, assessment, and teaching.

The ***National Qualification Framework*** provides five learning domains. Course learning outcomes are required. Normally a course should not exceed eight learning outcomes which align with one or more of the five learning domains. Some courses have one or more program learning outcomes integrated into the course learning outcomes to demonstrate program learning outcome alignment. The program learning outcome matrix map identifies which program learning outcomes are incorporated into specific courses.

On the table below are the five NQF Learning Domains, numbered in the left column.

**First**, insert the suitable and measurable course learning outcomes required in the appropriate learning domains (see suggestions below the table). **Second**, insert supporting teaching strategies that fit and align with the assessment methods and intended learning outcomes. **Third**, insert appropriate assessment methods that accurately measure and evaluate the learning outcome. Each course learning outcomes, assessment method, and teaching strategy ought to reasonably fit and flow together as an integrated learning and teaching process. **Fourth**, if any program learning outcomes are included in the course learning outcomes, place the @ symbol next to it.

Every course is not required to include learning outcomes from each domain.

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|  | **NQF Learning Domains**  **And Course Learning Outcomes** | **Course Teaching**  **Strategies** | **Course Assessment**  **Methods** |
| **1.0** | **Knowledge** | | |
| 1.1 | Identify the components and criteria of balanced diet. | Interactive lecture  Computer based assignments | Quiz exams. midterm, final written exams.  Assessment of the assignments using rubric. |
| 1.2 | Recognize the effect of nutritional deficiency of various dietary components on both general and oral health. |
| **2.0** | **Cognitive Skills** | | |
| 2.1 | Interpret the impact of malnutrition on systemic and oral health. | Interactive lecture  Computer based assignments | Quiz exams. midterm, final written exams.  Assessment of the assignments using rubric. |
| **3.0** | **Interpersonal Skills & Responsibility** | | |
| 3.1 | Cooperate with the team to conduct a specific task. | Computer based assignments | Assessment of the assignments using rubric |
| 3.2 | Respect team work and Manage time |
| **4.0** | **Communication, Information Technology, Numerical** | | |
| 4.1 | Utilize electronic data to and share them with others. | Computer based assignments | Assessment of the assignments using rubric |

**Suggested Guidelines for Learning Outcome Verb, Assessment, and Teaching**

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| **NQF Learning Domains** | **Suggested Verbs** |
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| **Knowledge** | list, name, record, define, label, outline, state, describe, recall, memorize, reproduce, recognize, record, tell, write |
| **Cognitive Skills** | estimate, explain, summarize, write, compare, contrast, diagram, subdivide, differentiate, criticize, calculate, analyze, compose, develop, create, prepare, reconstruct, reorganize, summarize, explain, predict, justify, rate, evaluate, plan, design, measure, judge, justify, interpret, appraise |
| **Interpersonal Skills & Responsibility** | demonstrate, judge, choose, illustrate, modify, show, use, appraise, evaluate, justify, analyze, question, and write |
| **Communication, Information**  **Technology, Numerical** | demonstrate, calculate, illustrate, interpret, research, question, operate, appraise, evaluate, assess, and criticize |
| **Psychomotor** | demonstrate, show, illustrate, perform, dramatize, employ, manipulate, operate, prepare, produce, draw, diagram, examine, construct, assemble, experiment, and reconstruct |

Suggested ***verbs not to use*** when writing measurable and assessable learning outcomes are as follows:

Consider Maximize Continue Review Ensure Enlarge Understand

Maintain Reflect Examine Strengthen Explore Encourage Deepen

Some of these verbs can be used if tied to specific actions or quantification.

**Suggested assessment methods and teaching strategies are:**

According to research and best practices, multiple and continuous assessment methods are required to verify student learning. Current trends incorporate a wide range of rubric assessment tools; including web-based student performance systems that apply rubrics, benchmarks, KPIs, and analysis. Rubrics are especially helpful for qualitative evaluation. Differentiated assessment strategies include: exams, portfolios, long and short essays, log books, analytical reports, individual and group presentations, posters, journals, case studies, lab manuals, video analysis, group reports, lab reports, debates, speeches, learning logs, peer evaluations, self-evaluations, videos, graphs, dramatic performances, tables, demonstrations, graphic organizers, discussion forums, interviews, learning contracts, antidotal notes, artwork, KWL charts, and concept mapping.

Differentiated teaching strategies should be selected to align with the curriculum taught, the needs of students, and the intended learning outcomes. Teaching methods include: lecture, debate, small group work, whole group and small group discussion, research activities, lab demonstrations, projects, debates, role playing, case studies, guest speakers, memorization, humor, individual presentation, brainstorming, and a wide variety of hands-on student learning activities.

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| 5. Schedule of Assessment Tasks for Students During the Semester | | | |
|  | Assessment task (e.g. essay, test, group project, examination, speech, oral presentation, etc.) | Week Due | Proportion of Total Assessment |
|  | Quiz 1 | 6 | 10 % |
|  | Midterm exam | 11 | 15 % |
|  | Quiz 2 | 12 | 10 % |
|  | Assignment- 1 (rubric required) | Whole semester | 10 % |
|  | Assignment- 2 (case scenario), rubric required | 13-14 | 5 % |
|  | Final exam [MCQ, fill in blank, matching, give a reason and short essay questions] | 16 | 50 % |

**D. Student Academic Counseling and Support**

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| 1. Arrangements for availability of faculty and teaching staff for individual student consultations and academic advice. (include amount of time teaching staff are expected to be available each week):  Four hours/week |

**E. Learning Resources**

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| 1. List Required Textbooks    1. [Eleanor Noss Whitney](http://www.directtextbook.com/author/eleanor-noss-whitney); [Sharon Rady Rolfes](http://www.directtextbook.com/author/sharon-rady-rolfes). Understanding Nutrition 15th. ed. [Wadsworth](http://www.directtextbook.com/publisher/wadsworth) ; (2016)    2. Pamela Champe, Richard Harvey and Denise Ferrier. Lippincott's Illustrated Reviews Biochemistry, 6th. Lippincott Williams and Wilkins (2014). |
| 1. List Essential References Materials (Journals, Reports, etc.)    1. **Stephanie A Atkinson. Deﬁning the process of Dietary Reference Intakes: framework for the United States and Canada. 2011. Am J Clin Nutr. 94:655S–7S.** available at: <http://ajcn.nutrition.org/> |
| 1. List Recommended Textbooks and Reference Material (Journals, Reports, etc)    1. [Eleanor Noss Whitney](http://www.directtextbook.com/author/eleanor-noss-whitney); [Sharon Rady Rolfes](http://www.directtextbook.com/author/sharon-rady-rolfes). Understanding Nutrition 15th. ed. [Wadsworth](http://www.directtextbook.com/publisher/wadsworth) ; (2016)    2. Pamela Champe, Richard Harvey and Denise Ferrier. Lippincott's Illustrated Reviews Biochemistry, 6th. ed. Lippincott Williams and Wilkins (2014).    3. Steven A Abrams. Setting Dietary Reference Intakes with the use of bioavailability data: calcium. 2010. **Am J Clin Nutr; 91:14745S–7S.** available at: <http://ajcn.nutrition.org/> |
| 1. List Electronic Materials (eg. Web Sites, Social Media, Blackboard, etc.)   4.1. Muscogiuri G. *et. al* [Mechanisms in endocrinology: vitamin D as a potential contributor in endocrine health and disease.](http://www.ncbi.nlm.nih.gov/pubmed/24872497). **2014.** Eur J Endocrinol**.** 171(3):R101-10 |
| 5. Other learning material such as computer-based programs/CD, professional standards or regulations and software. |

**F. Facilities Required**

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| Indicate requirements for the course including size of classrooms and laboratories (i.e. number of seats in classrooms and laboratories, extent of computer access etc.) |
| 1. Accommodation (Classrooms, laboratories, demonstration rooms/labs, etc.) |

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| 1. Computing resources (AV, data show, Smart Board, software, etc.)    1. Activation of the smart board. |
| 3. Other resources (specify, e.g. if specific laboratory equipment is required, list requirements or attach list) |

**G Course Evaluation and Improvement Processes**

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| 1. Strategies for Obtaining Student Feedback on Effectiveness of Teaching   1.1. Questionnaire is recommended during the course to get feedback from the students. |
| 1. Other Strategies for Evaluation of Teaching by the Program/Department Instructor     2.2. Annual course report will be prepared and submitted to the curriculum committee by the end of the course. |
| 1. Processes for Improvement of Teaching   3.1. Workshops for staff development  3.2. Facilitate overseas short term visit for the staff. |
| 1. Processes for Verifying Standards of Student Achievement (e.g. check marking by an independent member teaching staff of a sample of student work, periodic exchange and remarking of tests or a sample of assignments with staff at another institution)    1. Blinded double checking of the students answers.    2. Use electronic machine to check the MCQ exams. |

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| 5 Describe the planning arrangements for periodically reviewing course effectiveness and planning for improvement.  5.1. The course is revised annually after its delivery in light of the results of students' performance (students' grades). |

**Faculty or Teaching Staff:**

**Dr. Fathy Mohamed Elfasakhany Signature:-----------------------------------------**

**Dean/Department Head Signature------------------------------------------**

**Date Report Completed: 03/06/2018**

**Received by:----------------------------------------- Signature------------------------------------------**

**Date: ------------------------------------------------**